TEACHER'S CHOICE OF ORGANIZATIONAL FORMS OF LEARNING IN A VIRTUAL EDUCATIONAL ENVIRONMENT AS A PEDAGOGICAL PROBLEM

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ANNOTATSION

The educational environment today is rapidly changing due to new realities and new learning needs. One of the currently most demanded areas of innovation is the organization of new forms of education in a virtual educational environment. The article discusses the role of a teacher in a virtual educational environment, new functions that a modern teacher should take on, which requires new knowledge and competencies from him.

Keywords: virtual educational environment, teacher's virtual environment, form of education, technical support of the educational process, competencies.

INTRODUCTION

At all times, when building the educational process, the teacher has been a key figure, despite the difference in strategies determined by this or that state policy. The modern concept of education defines the need for "the use of digital technologies in the organization of the educational environment; changing the structure and pedagogical tools; social adaptation of the individual in the digital environment", and the new "virtual reality is a type of new digital content" [6].

And here the importance of the role of the teacher does not disappear, but only increases, since it is he who has the ability to configure the navigation systems of the virtual educational information environment, giving it a productive semantic coloring [4]. However, today, the teacher's choice of organizational forms of education in a virtual information educational environment is problematic, since the issue does not have a fundamental scientific justification and extensive systemic practical experience.

FORMULATION OF THE PROBLEM

When choosing organizational forms of education in a stable general educational environment, a teacher may encounter some difficulties in their implementation in practical reality. Here we propose to make a decision:

poor technical support of the educational process;

insufficient knowledge of the basics of e-didactics, which changed to the inability to relearn the construction of the material;

consideration of requirements at a psychological level due to live communication;

in a lack of understanding of the need to rearrange the semantic emphasis with teaching on the organization of the conditions for individual independent development in the learning process of the student.

METHODOLOGY AND RESEARCH METHODS

The methodology for studying this problem is based on a systematic approach to designing a virtual information educational environment in a modern school as a new pedagogical system, which allows us to consider the phenomenon under study not as unchanged and undivided, but as a system that represents a structural combination of primary elements into a single whole from the standpoint of internal structure and integrity.

RESEARCH RESULTS AND DISCUSSION

According to. K. Rogers and J. Freiberg, "... teachers always have to respond to demands from the outside" [5]. The complexity of this situation, emphasizes V.V. Verbitsky, who draws attention to the fact that there is no psychological and pedagogical theory of digital learning, which is an integral part of the virtual information educational environment. At the same time, the scientist emphasizes that only training can be digital, but not education [2].

Indeed, building a special virtual information educational environment that will be part of the general educational environment is the leading strategic task of the teacher, a conscious understanding of the main questions: "What?", "Why?", "Why?" And How?". In other words, the teacher must initially understand why he prefers one or another organizational form of educational activity in a virtual educational environment. In the end, everything should come to a common denominator: the disclosure, development and realization of the potential and creative abilities of the student in a new social dimension. Of no small importance here can be the pedagogical abilities of the teacher, where experience, creativity and intuition merge together. In other words, modern pedagogical activity is multi-instrumental, due to the fact that it requires high professionalism on the part of the teacher, based on the need to master a huge number of techniques and methods in the process of teaching the student. Actually, in addition to the classical tools of pedagogical influence, a modern teacher must master the tools of the digital environment: websites, blogs, business cards, resources, services, planners, designers, etc. [3]

Our vision lies in the reciprocity of two processes: the choice by the teacher of productive forms of organization of the educational process and the building of a special educational information virtual information environment, characterized by the transformative nature of the impact on the personality of the student. At the same time, the personality of the teacher is of paramount importance.

The virtual information educational environment as an indivisible essence of digital education determines the changes in the main components of the educational process, rearranging the emphasis in the practice of a modern teacher in terms of highlighting the productive possibilities of virtuality in learning and maintaining its continuity with the traditional learning system:

- from learning limited by the framework of the class-lesson system to learning in various environments and spaces, including virtual reality, which increases the degree of productivity of the development of the student's personality;

- from the educational process, enclosed by the space of one school or class to distributed learning in a virtual information educational environment, geographically expanding its coordinates;

- from organizing the activities of teaching and learning to organizing the processes of designing, forming and mastering individual educational routes;

- from teaching as the leading activity of a teacher to the diversity of pedagogical functions of a teacher.

Thus, the problem of "restructuring" the teacher's thinking and worldview in terms of professional competence in the projection of building individual routes for students in virtual educational reality is an urgent problem today. It is necessary to understand that the functional responsibilities of a teacher in modern education have undergone significant changes. However, here we see the insufficiency of didactic and methodological tools in terms of organizing the work of a teacher in the general space of the class and the absence of a legitimate multi-level assessment of educational results.

In many ways, in our opinion, this is due to the shift in emphasis from the learning process to the growing role of self-education, where the organization of orientation conditions in a virtual educational environment is of paramount importance. We believe that the role of a translator of knowledge does not disappear from competency-based professional skills, so the living word of a teacher with a high degree of intelligence, both general and professional, is difficult to replace and the degree of emotional impact on the student will be many

times higher. For our study, the conclusions of A.A. Andreeva about the degree of combination of traditional and virtual learning that "... it consists of successively alternating periods of contact and non-contact time. Their duration is different. In some cases, the contact period in the learning process may be absent altogether [1].

CONCLUSION

When choosing the forms of organizing the learning activities of students, the teacher should focus on his systematically performed functions, which act as a guarantor of the gradual accumulation of knowledge, skills and their transition into a skill:

–translation of educational material by the teacher himself in a virtual environment;

–checking the assimilation of educational material mastered in a new educational environment;

–navigation of independent search work of students on various network and resource sites;

–development of discrete or complete training courses and control and measuring materials for them, organization of the process of navigating students' knowledge;

–designing joint activities of participants in the educational process while emphasizing the need for intellectual and creative development;

–organization of reflection of the learning process in the course of choosing certain forms of learning in virtual reality.

Attention is drawn to the fact that the choice of organizational forms of teaching by a teacher in a virtual environment when gaining access to information educational resources should be carried out only in the interaction of a teacher and a student, followed by providing the latter with the opportunity to acquire the skills and abilities of independent phased planning of the stages of learning. From which it follows that the teacher is faced with the acute issue of organizing such a learning process that meets all the characteristics we have given above. In other words, what methods and techniques will be optimally used with the high technological effectiveness of such an educational process. The answer, in our opinion, lies in its multicomponent structure of pedagogical activity in the new conditions.

Summarizing the above, we note that when choosing forms of work in a virtual environment, the teacher takes on a wide variety of functions, each time in a different combination: translator, organizer, designer, educator, motivator, constructor, instructor, navigator, etc.

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